DOCUMENT RESUME

ED 417 311 CE 076 034

TITLE	North Carolina Trend Data for Program Years 1992-1993, 1993-1994, 1994-1995, 1995-1996, 1996-1997. Performance Report.
INSTITUTION	North Carolina State Dept. of Public Education, Raleigh.
PUB DATE	1997-11-00
NOTE	40p.
PUB TYPE	Numerical/Quantitative Data (110)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Education Work Relationship; Educational Legislation; Educational Objectives; *Educational Trends; Federal Legislation; Labor Force Development; National Standards; Outcomes of Education; Program Development; Program Effectiveness; Secondary Education; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS	*Carl D Perkins Voc and Appl Techn Educ Act 1990; *North Carolina

ABSTRACT

In North Carolina, work force development education (WDE) begins in grade 6 with exploratory courses and leads to specialized classroom instruction in grades 11 and 12. Since 1992-1993, North Carolina's WDE programs have been evaluated with respect to eight long-range performance standards. Only in the case of standard 1 (all students will have career development plans appropriate to their designated career goals) was steady progress made from 1992-1993 to 1996-1997 (23.73% to 97.96%). Fewer schools met standard 7 (the completer unemployment rate will be lower than the county's youth unemployment rate) in 1996-1997 (93.66%) than in 1992-1993 (95.09%). In the cases of the other standards examined, 1996-1997 indicators were slightly to somewhat higher than 1992-1993 indicators; however, the progress was not steady throughout the intervening years. When asked to rate completers of WDE on a scale of 0 to 5, the 4,534 North Carolina employers who responded to a survey of 11,540 employers gave the completers a 4.0 on most items (including knowledge of duties, accuracy/quality of work, and attendance), a 3.9 on knowledge of technical information, and a 4.1 on ability to get along. On average, 3,600 employers were involved in curriculum development and vocational student organizations annually. (MN)

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ED 417 311

North Carolina

Trend Data

for Program Years 1992-1993
1993-1994
1994-1995
1995-1996
1996-1997

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Carl D. Perkins Vocational and Applied Technology Act of 1990

CE076034

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State Board of Education
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Department of Public Instruction
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Workforce Development Education

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1993-1997 • North Carolina
Workforce Development Education

June S. Atkinson, Head, Workforce Development and
Assistant Director, Instructional Services
Henry Johnson, Associate Superintendent, Instructional and Accountability Services

[redacted]ce
Development
Education

Workforce Development Education in North Carolina is organized in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom instruction in grades 11 and 12.

[redacted]

The mission of Workforce Development Education is to empower students for effective participation in an international economy as world class workers and citizens.

The purposes of Workforce Development Education are to:

- Prepare students for further workforce development education.
- Prepare students for initial employment.
- Assist students in making educational and career decisions.
- Apply and reinforce related learnings from other disciplines.
- Prepare students to make informed consumer decisions and apply practical life skills.
- Assist members of special populations to succeed in workforce development education programs.

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of Public
Instruction

Workforce Development Education Trends

1995-96

Served:

119 LEAs

306 Secondary Schools

9 Career Centers

Total Education Expenditures:
(94-95)

All school programs:
$5,534,571,720

All vocational programs:
$240,795,152

1996-97

Served:

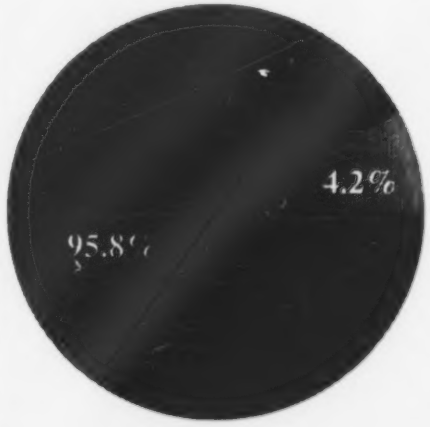
118 LEAs

308 Secondary Schools

9 Career Centers

Total Education Expenditures:
(95-96)

All school programs:
$5,703,133,301

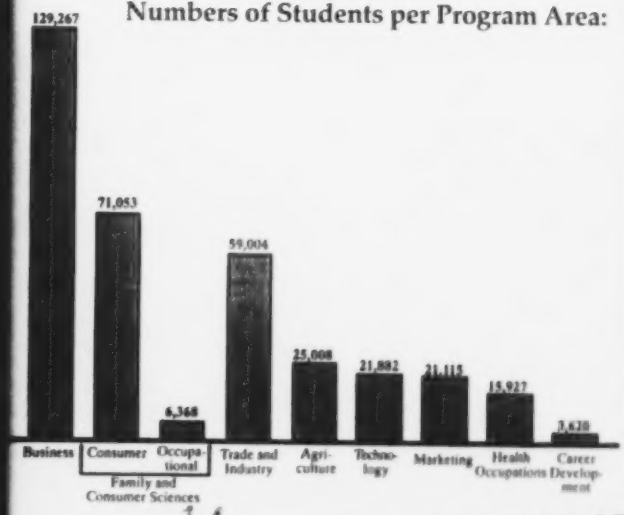


All vocational programs:
$237,088,301

1995-96
Student Enrollment

Total Statewide Enrollment Grades 9-12:	310,960
Total Statewide Enrollment in Vocational Education Grades 9-12 (unduplicated count)	218,889
Enrollment in Vocational Education Grades 6-8: (duplicated count)	236,681

Numbers of Students per Program Area:



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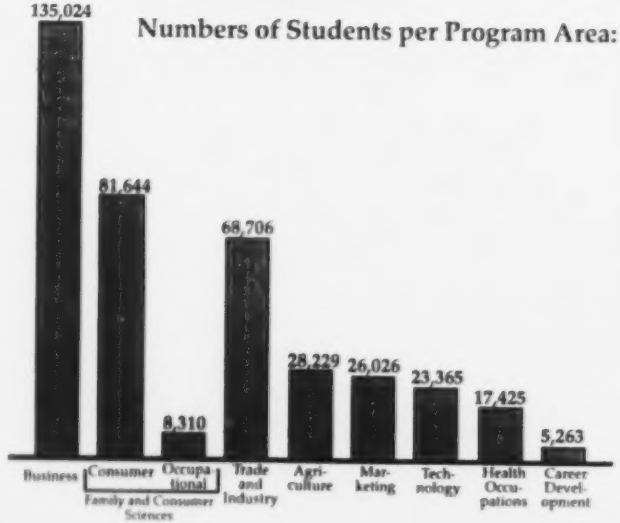
1996-97
Student Enrollment

Total statewide enrollment Grades 9-12:	322,958
Total statewide enrollment in Vocational Education Grades 9-12: (unduplicated count)	222,639
Enrollment in Vocational Education Grades 6-8: (duplicated count)	253,884

Numbers of Students per Program Area:



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Development Education

[redacted]

Areas

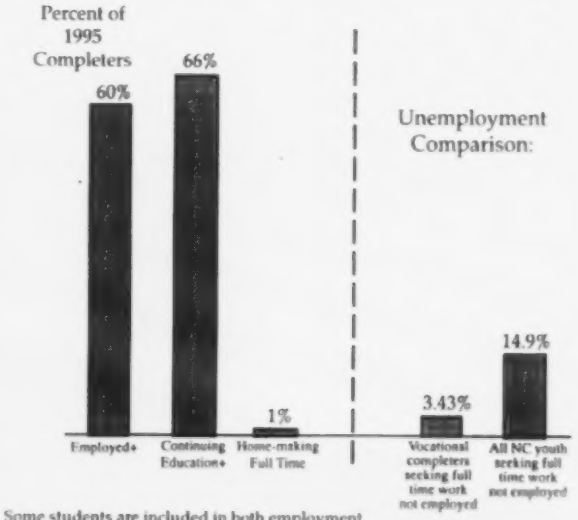
Agriculture
Business
Career Development
Family and Consumer Sciences
Health Occupations
Marketing
Technology
Trade and Industry

Workforce Development Education Facts

[redacted]ers of Workforce Development Education

1995-96

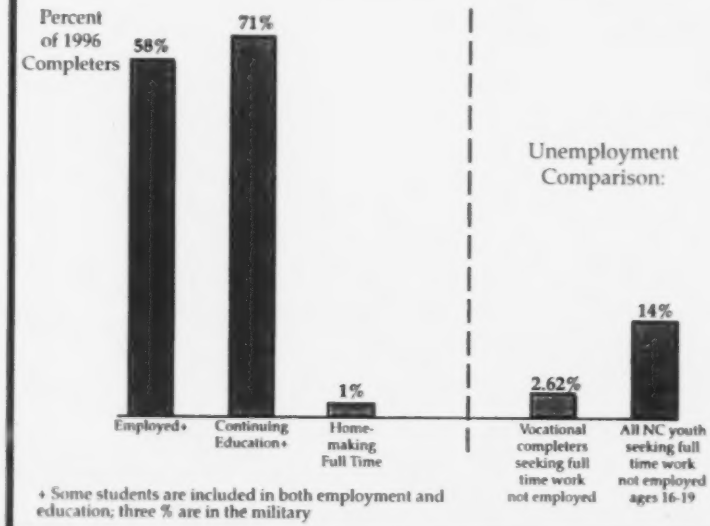
Of the 38,614 Workforce Development Education completers:



+ Some students are included in both employment and education; three % are in the military

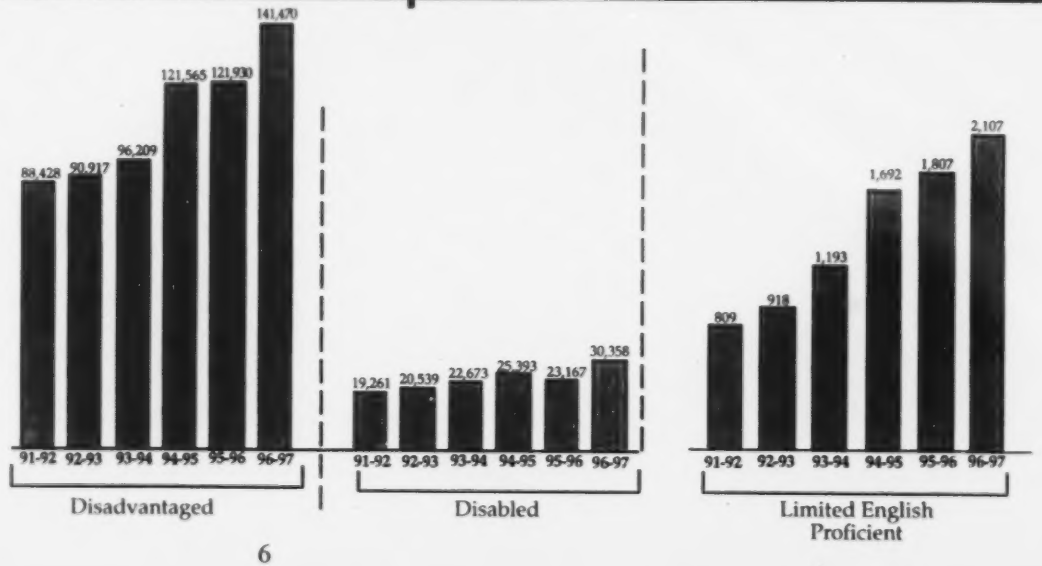
1996-97

Status of the 34,601 Workforce Development Education completers:



+ Some students are included in both employment and education; three % are in the military

[redacted] Populations Enrollment Trends



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The performance measures and standards for workforce development education programs were approved by the State Board of Education in January, 1994. The long-range performance standards measure the access, progress, and success levels of all workforce development students.

Annually, local education agencies must submit a workforce development education application. This application must address the extent to which workforce development programs are making sufficient progress in meeting the performance measures and standards. Goals and strategies for making continuous improvement and allocating resources are included in this application.

The Vocational Competency Achievement Tracking System (VoCATS) helps LEAs plan, implement, and evaluate workforce development instruction. This system provides current status of student performance and provides documentation for course competency mastery and gains.

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Standards

[redacted]ey?

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We Doing?

Definitions:

Performance - The demonstration of desirable knowledge, skills and attitudes in the most authentic environment possible.
Performance Measure - A type of outcome that is important for quality and/or quantity.
Performance Standard - A level of performance on a measure that students, programs or institutions are expected to achieve.

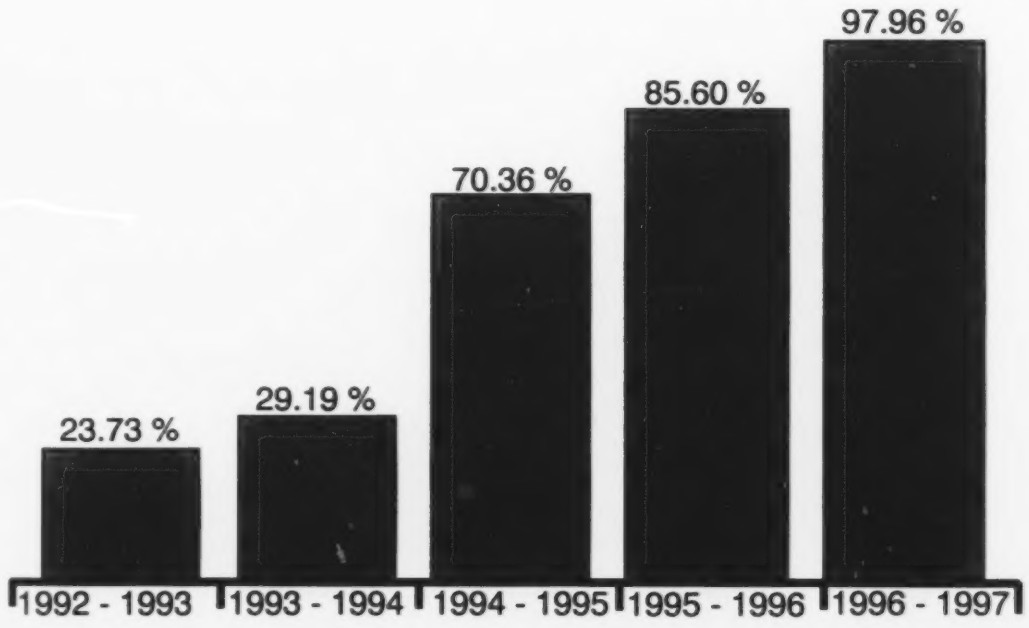
Workforce Development Education

Long-Range Performance
Standard One:

Each student will have **a Career Development Plan (CDP) appropriate for his or her designated career goal.**

Trend Data for School Years 1993-97
Statewide Summary of Performance Standard One

Percent of all Program Areas Meeting Performance Standard One



(Program Areas Were Counted Once Per School)

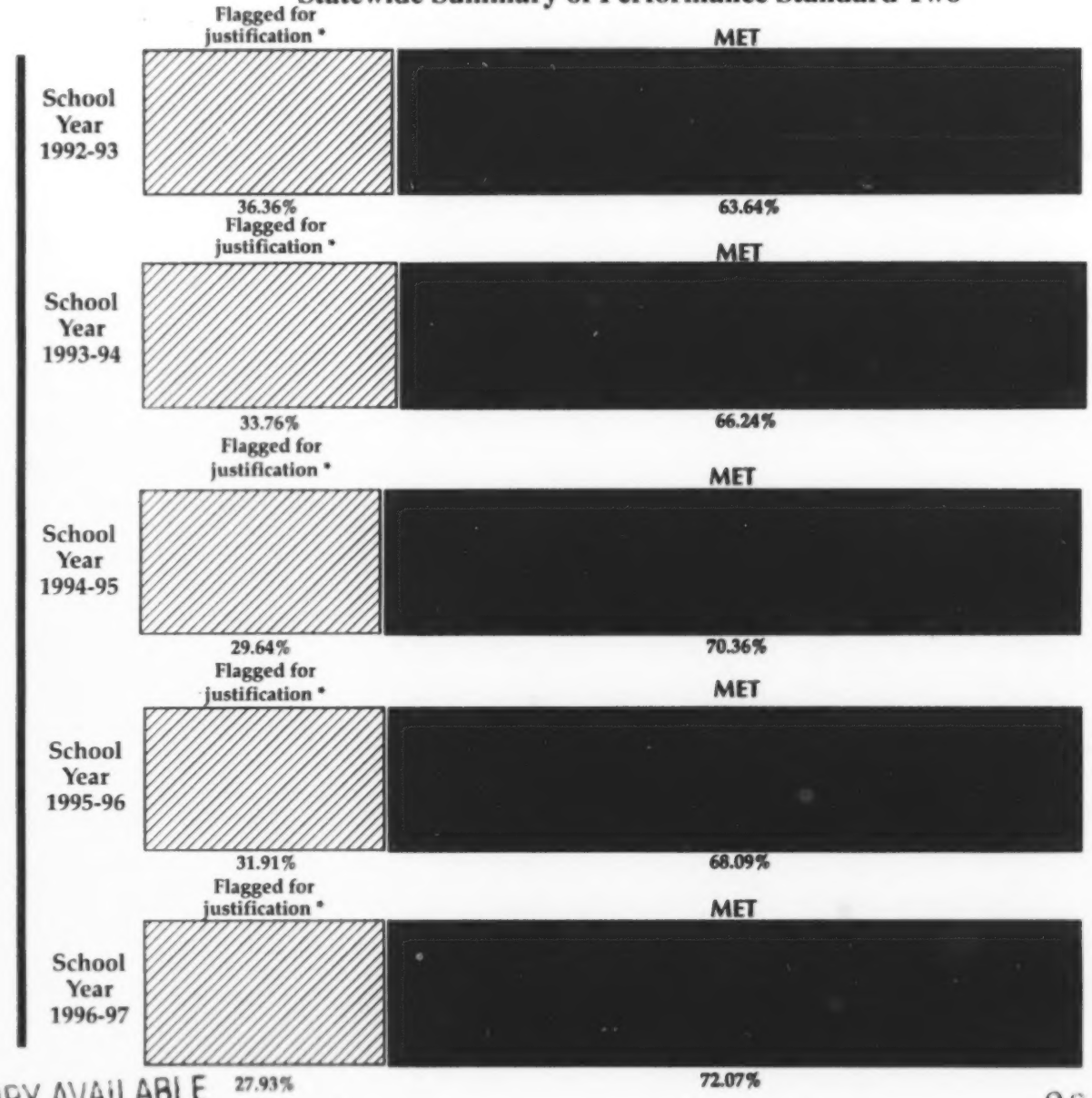
Workforce Development Education

Trend Data for School Years 1993-97

Statewide Summary of Performance Standard Two

Long-Range Performance
Standard Two:

If the **enrollment of members of special populations** differs more than a third in that school, it **must be justified** by documentation in the CDP.



(Program Areas Were Counted Once Per School)
*Enrollment may be justified based on students' CDPs.

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Workforce Development Education

Long-Range Performance
Standard Three:

Eighty percent of all students completing each vocational course will have mastered 80% of the course competencies.

Long-Range Performance
Standard Four:

Eighty percent of all students completing Level I vocational courses will have gained 60% from a pretest to a posttest.

Long-Range Performance
Standard Five:

Eighty percent of all students completing level II vocational courses will have gained 40% from a pretest to a posttest.

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Trend Data for
School Years 1993-95
Statewide Summary
Performance Standard Three, Four, and Five
These summaries can be found in prior VoCATS data publications.

School Years 1995-96 and 1996-97

During school years 1995-96 and 1996-97 VoCATS data were compiled only at the school system level. Statewide data were not compiled during 1995-96 and 1996-97.

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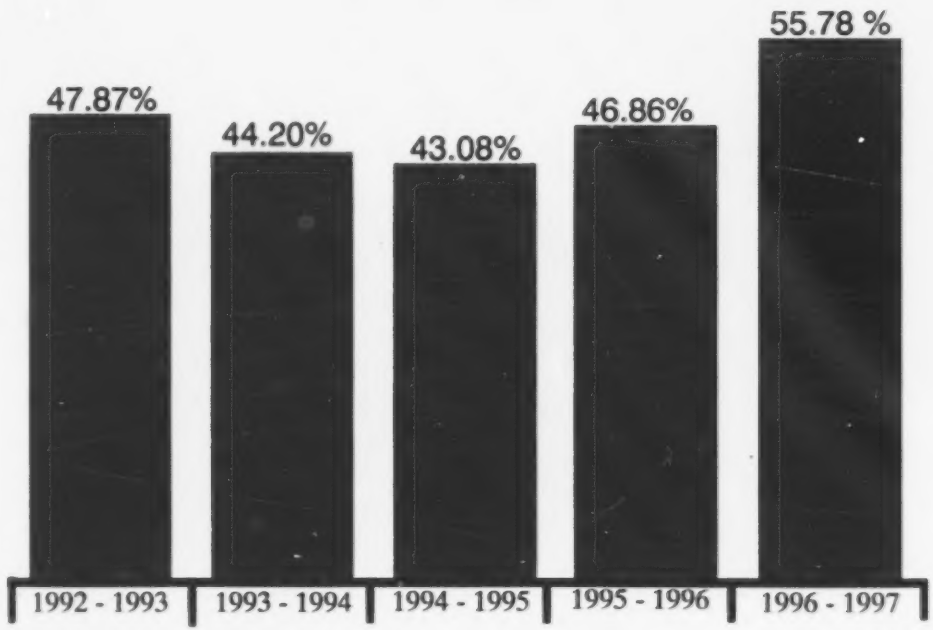
Workforce Development Education

Long-Range Performance
Standard Six:

Seventy percent of vocational and technical education completers will enter further training or education.

Trend Data for
School Years 1993-97
Statewide Summary
Performance Standard Six

Percent of all Program Areas Meeting Performance Standard Six



(Program Areas Were Counted Once Per School)

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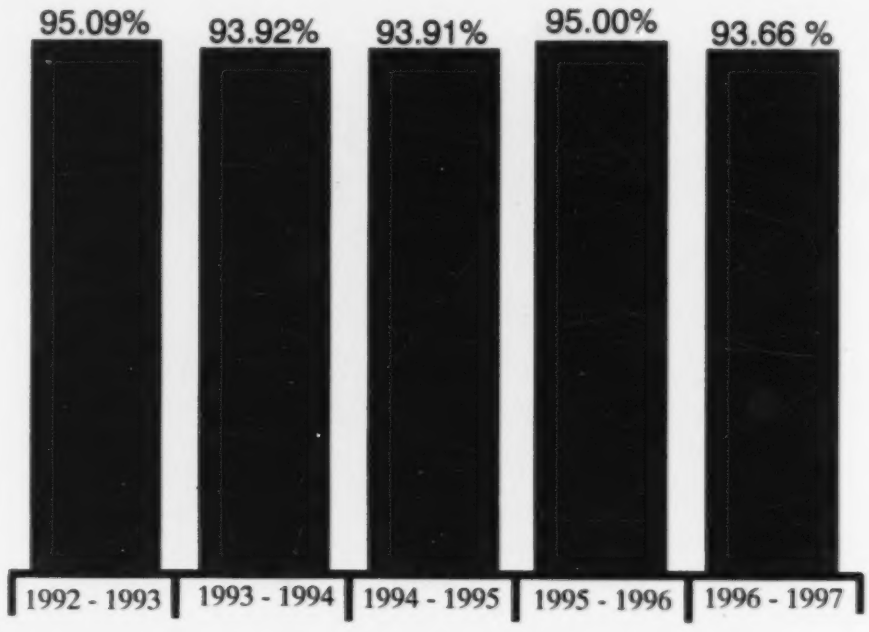
Workforce Development Education

Long-Range Performance
Standard Seven:

The **completer unemployment rate** will be **lower than the county's youth unemployment rate** reported by job skills-related program areas.

Trend Data for
School Years 1993-97
Statewide Summary
Performance Standard Seven

Percent of all Program Areas Meeting Performance Standard Seven



(Program Areas Were Counted Once Per School)

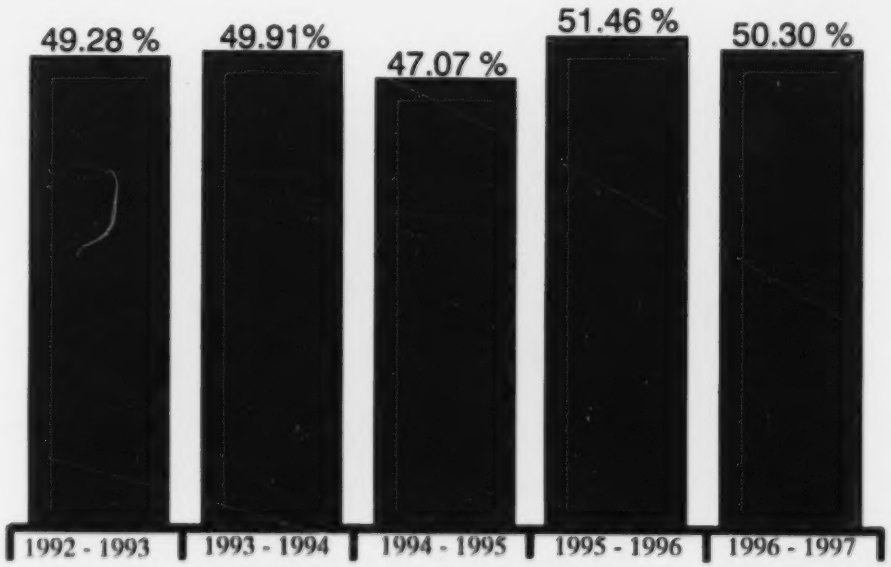
Workforce Development Education

Long-Range Performance
Standard Eight:

Seventy percent of completers* will be employed in jobs related to their vocational program.

Trend Data for
School Years 1993-97
Statewide Summary
Performance Standard Eight

Percent of all Program Areas Meeting Performance Standard Eight



(Program Areas Were Counted Once Per School)

* Completers finishing a technical sequence and finding full time employment as reported by job skill program areas by schools.

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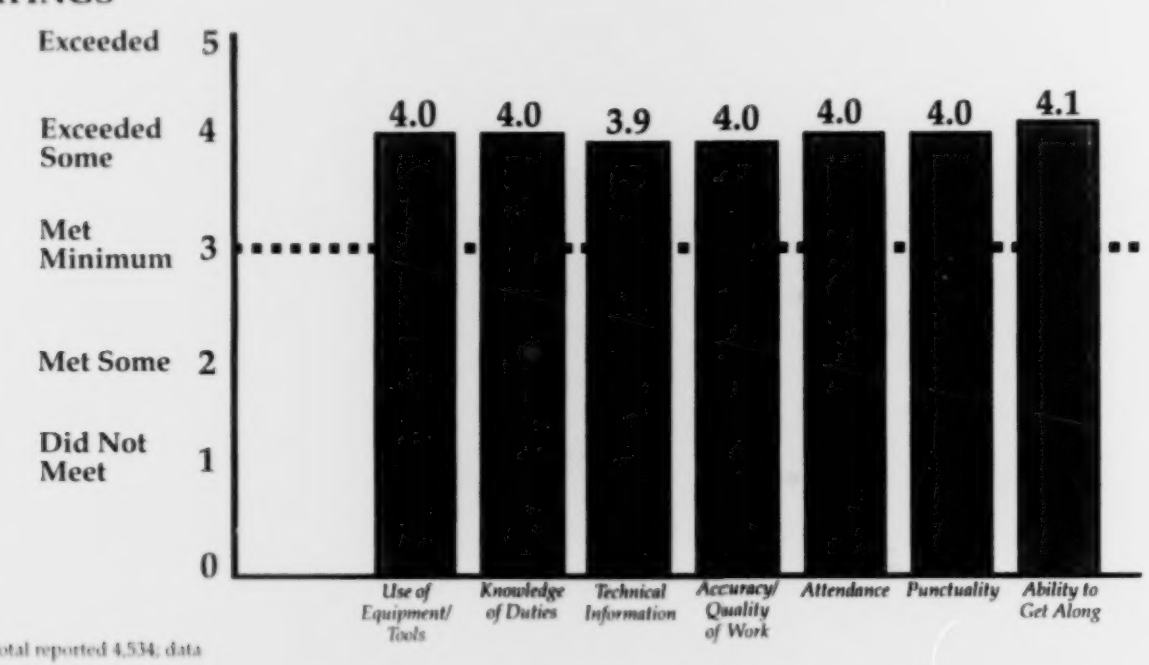
Workforce Development Education

Involvement With Business and Industry...

An average of 3,600 business/industry representatives are annually involved in:

- Curriculum development
- Staff development
- Vocational student organizations

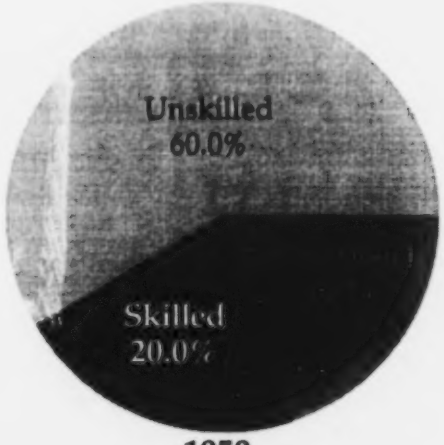
Employer* ratings of Workforce Development Education Completers



* Total surveyed 11,540/Total reported 4,534; data from 1995-96 completers.

Workforce Development Education
The Future . . . . . .

Job skill level changes (1950-2000)*



1950

1991

2000

* Source of Data: Bureau of Labor Statistics

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[redacted]enges

Workforce Development Education

Workforce development education represents an opportunity to improve the quality of education and training for students. Workforce development education demonstrates coordinated efforts for providing school-to-work opportunities for students. Workforce development programs must:

- Integrate work-based learning and school-based learning, integrate academic and vocational learning, and build effective linkages between secondary and postsecondary education;
- Provide all students opportunities to complete a career major;
- Provide students with strong experience in and understanding of all aspects of the industry they are preparing to enter; and
- Provide all students with equal access to the full range of program components.*

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* Source: School-to-Work Act of 1994

November, 1997
Workforce Development Education conducts all activities and procedures
without regard to race, creed, color, national origin, gender or disability.

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